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The National Association of School Secretaries

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Mrs. Melba Demaree

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the PRESIDENT'S MESSAGE

To All Educational Secretaries:

Sincere good wishes to all for a very Happy New Year! May 1951 bring about a closer unity among nations for peace and an understanding of each others problems.

The place of the educational secretary is becoming increasingly important as we begin the second half of the twentieth century. The many letters that come to my desk indicate that she is taking first aid courses, studying defense techniques and doing outside work necessary for her preparation to meet some of the demands made upon her in this world crisis. In addition to this she is building her efficiency and store of knowledge, peculiar to her own job, through in-service programs.

This summer the National Association of School Secretaries will hold their annual Institute in cooperation with the University of California July 2-6 in Berkeley. Similar institutes are being planned for Michigan State College in East Lansing, Michigan, for the second week in August; Boston University for the first week in August; Southern Methodist University in Dallas, Texas for the second week in July and Kent University of Kent, Ohio, probably the last week in June. Such in-service programs enable the educational secretary to know more of her professional obligations in relation to the school and community served.

The end of the year, December 31, count on national membership, shows a very definite increase. At the half-year point Michigan leads in national membership with 129. Connecticut is second with 123, and, did you know that "Connie Connecticut" is a brand new state association just this fall? This is a wonderful record. The leaders are to be congratulated on their fine start. Pennsylvania has 109, Ohio 106 and Minne-

sota 100 national members. Other states are gradually growing in membership and we feel very happy over the results to date. Why don't you start working in your own state right now to improve your national membership? Work out a plan for action to raise the totals. The place that your state will occupy at the close of the fiscal year, June 30, when the final count is taken will all depend on you.

An election of officers will take place in May. Mrs. Corrine Messenger, second vice-president, is chairman of this committee. For the continued advancement of the association it is essential that all positions be filled by the very best candidates. Members are asked to assist the committee by letting them know their wishes on probable officers.

The Massachusetts Association of School Secretaries celebrated their fourteenth anniversary on Saturday, January 13, at their mid-winter meeting in the Copley Plaza, Boston. Special invitations were sent to the one hundred sixty charter members starting the organization in February 1937. This organization is working with Boston University on the institute for this summer.

The need for a unity of purpose is greater now than ever. The foundation of all of our organizations is the local association. State and local groups are the foundation for the national. By our united efforts through all three of these sources we will be able to mould the educational future of our lives for greater professional standards. Can we count on you for your share in this unity of strength toward our future advancement?

Sincerely,

EDNA ATKINSON.

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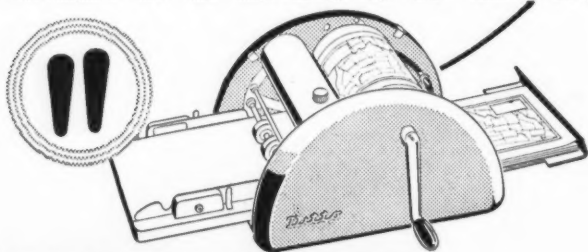
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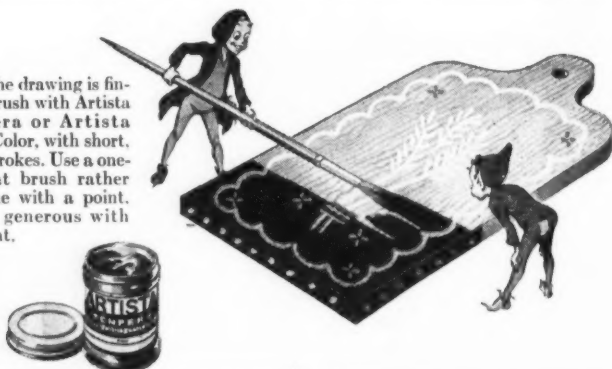
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DOROTHY L. LITTLETON
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THE EDITORS' PAGE

As the curtain goes up on this new year we find new actors taking up the roles of some of our favorites, and the stage all set for new activities. It is always happening to some one, either in a "play", or in an organization, but of course we never expect it to happen to us. However, it happened in *South Pacific* and it happened in Korea and it happened to *The National Secretary*.

Frances Rosenthal provided guidance into new areas and found interesting and helpful authors whose articles you have read with so much appreciation for the past three years. She brought about new professional recognition for our magazine and we were quoted in other publications. When she resigned as editor, she left us a heritage of success that the new editorial staff humbly accepts as a standard that must be continued without any decrease in values. We are indebted to her for this leadership and will strive to carry on in a manner that will give you satisfaction in your official publication. To attain this goal we must count on you for loyal support in reporting the activities of your local association and for prompt delivery of the material for our special departments.

The year 1951 presents many challenges for many people and so we accept our parts in the new order of things with full recognition of the stress and strain of this era, and a prayer for the strength and wisdom to take our proper share of the burdens. Certain signs of things to come have already cast their shadows before them and we do not know what will happen next in our national and international affairs, or how our school communities will be affected. We do know, however, that we should be prepared to give more service and be of greater value to the separate areas in which we live.

The October issue of this magazine was devoted to WRITING and all of the articles were pointed to some phase of that subject which we could and should develop to increase our helpfulness to our superior officers and co-workers. In this issue we are thinking of *speech* and SPEAKING and the ways by which we may improve our communications with all of the different groups who make up the school district.

Speaking is an art that came down through the ages as a means of cultural development. The more artifacts, places, animals, people and emotions associated with a sound, or a series of sounds, the more intelligent communications became. Speech linked humans into tribal associations and imposed the first laws, thereby bringing about an organized social atmosphere.

Long after speech was established as a common and recognized means of transferring thoughts, the art of making lines on stones and clay, slowly developed into the science of writing.

This stimulated communication with distant peoples. Speech became localized and dialects developed, while writing held greater prominence as a social distinction. After many centuries and the rise and fall of several distinct civilizations, printing was invented, and after the discovery of electricity and then telegraphy, communications continued to gain speed in each new cultural age.

These last changes are so recent, in the chronological estimation of time, that we can look back into our own national history and remember that Paul Revere had to ride around the countryside calling out his warning of impending danger. When George Washington died it was many weeks before all the

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Editor's Page (continued)

citizenry of our widening nation knew of this great loss.

Today, in this technological twentieth century, speech has again become our most significant implement of communication and influence. We hear news as it happens because the radio and television and all of the related instruments of broadcasting, amplifying and receiving the human voice, have made speech our most important vehicle for sharing thoughts, for spreading news and propaganda. Reading and writing are still important of course, but information and entertainment carried over the air waves takes up more and more of the time and attention of the citizens of this new age.

Speech then, is more vital today as a means of expressing thought, than it has been at any time in the history of mankind. It has all of the influence and importance of the early days *plus* the speed of modern facilities for transmission. Some voices are so well known that we recognize the speaker instantly.

Our diction, our vocabulary, and the sound of the voice have become the most personal marks of identification.

As public servants we must not neglect this attribute of humanity that may help or hinder us in the performance of our daily work. We know that the authors who have generously given us their time and their thoughts in the following articles will inspire you to make more effective use of this privilege of being heard as well as seen.

Now, you may be searching for "light in dark corners" in areas of your work that have not been reviewed in these pages, and if so your editors would like to know just what subjects you would like to have discussed. We will do the research if you will suggest the field in which more guidance would be appreciated.

Very sincerely,
The Editors—
Dorothy and Mary

ABOUT OUR AUTHORS

Kenneth Edison Oberholtzer has been Superintendent of Schools in Denver, Colorado, since 1947. There is an old quotation from the works of John Dillon which goes, "He wandered east, he wandered west, where will he ever come to rest?" We really don't know where Dr. Oberholtzer will "come to rest" but he has a long list of accomplishments and is still going forward with much vigor, so we can look ahead to a long and successful career. He graduated from the University of Illinois and then followed the philosophy of Horace Greeley and went west. He served as a teacher and principal in the high school at Belleville, Texas, and then as superintendent of schools in El Campo and later in Lubbock, Texas, meanwhile earning his M.S. degree at the Agricultural and Mechanical College of Texas in 1928.

He went east again as a Hoe Scholar at Columbia University in New York City, and was awarded his Ph.D. degree there in 1937, his dissertation being, "American Agricultural Problems and Social Studies." Then returning to the west he became superintendent of schools in Long Beach, California, a post he held until 1947, taking time out during the war to serve in the Army Education Branch of the U. S. War Department, and being commissioned a Lt. Colonel.

Kenneth Oberholtzer is a Phi Delta Kappa and the author of many articles, among which his "Denver Faces a Bright Future" attracted much favorable comment in May, 1950, and he serves on the Editorial Advisory Board of *The Nation's Schools*. He is also a member of the N.E.A. and the A.A.S.A. and has served on several committees with these groups. He has been president of the Western Texas Teachers' Association and a member of the Survey Committee for the Chicago Public Schools. Last year his picture appeared on the cover of *Time Magazine*, as a symbol of the best in American public education.

Some of his attention has been given to problems in the school library and he has written several articles for *The American Library Association Bulletin*. With all of this experience in school matters we know that he has made pertinent observations regarding the professional attitude of the school secretary and we are happy to present his thoughts on the subject of *public relations*.

Hilda Brannon Fisher is a specialist in phonetics and voice science and teaches in The School of Speech at Northwestern University, Evanston, Illinois. She is also on the staff of the University College of Northwestern's Chicago campus and has met school secretaries in her classes there. A great part of her instructional program is devoted to the training of the speaking voice, and articulation and pronunciation.

Dr. Fisher received her B.A. degree from Louisiana State Normal College in 1933; her M.A. from Louisiana State University in 1938; and her Ph.D. degree from Louisiana State University in 1949. Her special field being linguistics, it seems very logical that her dissertation dealt with the speech of East Feliciana Parish in Louisiana.

Her teaching career was interrupted during the last war while she served as personnel assistant and chief clerk (civilian) for the United States Navy in the Navy Yard at Charleston, South Carolina. Her husband is studying opera in Chicago and they have a five-year-old daughter.

She is starting a new course on the Evanston campus. It is called "Applied Phonetics" and deals with the derivatives of our words and dialects. During the past Christmas vacation period Dr. Fisher spoke before the Speech Association of America, meeting in New York, on the role of phonetics in speech correction. The editors seem to pick on the busiest people when issuing the invitations to contribute to our magazine, but the busy people are the most interest-

ing too, and we are indeed grateful for her counsel on the development of personality.

Floyd Placzek, Assistant Cook County Superintendent of Schools, did his undergraduate work at De Pauw University in Greencastle, Indiana, receiving the B. A. degree in 1935. The following year he did graduate work at the University of Warsaw in Poland, specializing in languages and doing research in semantics.

From 1939 to 1947 he was a member of the social science department of the J. Sterling Morton High School in Cicero, Illinois. Because of his background in Slavic languages he accepted an assignment for the Roy Publishing Company of New York in 1945, and translated from the original Polish of the popular author, Zofia

Kossak, a novel of the crusades, *Leper King*.

In 1947 he became a member of the administrative staff of the Cook County Superintendent of Schools in Chicago, where since 1949 he has been in charge of special education — a department which helps to expedite the work of the State of Illinois for the exceptional child. One of the most developed phases of this program is that of Speech Correction.

While giving so much of his time to corrective measures for those with speech impediments he has become more conscious of speech defects in those who are fully equipped to speak properly. His thoughts on the development of a good vocabulary are the result of several years of keen observation.

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SPEAK WELL, YOUR PUBLICS LISTEN

Kenneth E. Oberholtzer
Superintendent of Schools
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Somehow the idea of good public relations, a very old idea in good school operations, has become a new and popular subject for writing and speaking engagements. And so, at the invitation of your editor, we will examine some of the speaking phases of good public relations.

What's new? There isn't much that is really new; the facts are that we don't *practice* widely or wisely what we do know about good public relations. What is new is the realization on the part of many folks that the public schools are really the public's schools and that understanding of the schools, and support of the schools, come from the activities of the entire community, not the least of whom are the school secretaries.

There are several publics involved. The first and most obvious of the school publics is the parent group. These people are vitally concerned and interested in the conduct and operation of the school from the standpoint of personnel, educational equipment, results and influence, safety, sanitation and many other factors which pertain to the development of the children. Because the parents have a very personal stake in the mental, moral and physical growth of their children, it is essential that every effort be made to encourage a well informed parent group. They should feel confidence in the personnel of the school, and the secretary is the bridge between this public and the faculty.

The second of the school publics is the large group of adults who have no children in school but whose taxes contribute much of the financial support of

the district. Here we have the businessmen, childless couples and potential parents, the church people and club members. They usually represent an important part of the wealth of the community and their cooperation and assistance is often necessary for the expansion or improvement of school buildings and additions to the school staff. The approval of bond issues or requests for increases in tax rates, no matter how well merited, can often fail because this second group has not been well informed regarding the benefits to be gained by such approval. The schools are developing the future citizens and this public should be aware of the potentialities involved in training their future leaders and officeholders and neighbors.

The third of the school publics is the active school employee group which includes administrators, teachers, engineers, janitors, bus drivers and clerical assistants. The conduct and operation of the school is dependent on the ability and loyalty of all these people and without their teamwork there could be endless friction and confusion. Many serious incidents have confronted the boards of directors and the other publics because of personality clashes within this group.

These several publics have their parts to play in the understanding and support of the schools, and the secretaries have a responsibility to all of them. How and where, you say? All right, let us be more specific.

Speaking is by all odds the most used form of communication and, therefore, the most used medium of public relations. Look to your speech then! Suppose we start with telephone usage, for every telephone conversation has its potential for good or bad public relations. The telephone company realizes the importance of the cheerful voice of the operator, and I'm happy to note that

the voices of most secretaries are usually cheerful. Two devices can be of assistance in improving the telephone voice. One is to talk before a mirror and to watch your expressions. The other is to make a recording of your normal types of speech, and then to play back this record and listen carefully to each tone. If you haven't heard your voice over the radio or on a recording, you have a surprise coming to you.

Speaking "over the counter", in the face-to-face situations, constitutes a large part of the public relations opportunities. Here again the mirror and the recording instrument are good checks on how well you are doing the job. Remember the young book salesman who developed a serious inferiority complex when he made his first call at a school and the tired and flighty secretary snapped, "Now what is your trouble?"

Almost every institution is trying to reach its publics with some kind of message, and so are the public schools. You may have heard radio announcers break in between programs with the message, "Get acquainted with your schools, your schools are what you make them." The idea of good school public relations, however, goes far beyond the concept of simply bringing a message to the publics. Good relations must include the active participation of the several publics in planning, developing, and evaluating the program. School secretaries have the responsibility of sharing in his participation.

How do you share in this participation? Let's confine our answer to some phases of speaking. To speak well you need more than a pleasant voice and a cheerful manner. You need accurate information; you need organization of ideas; you need confidence and poise; you need opportunities for participation. All of these needs are not going to be met easily; you're going to have to

make some of the opportunities for yourself, at the outset. And the opportunities that you make should be concerned not only with the welfare of the school secretaries but with the welfare of the school as a whole, especially information that will help the public to understand the needs and over-all program of the school.

Now, let us consider two types of opportunities that can be made. One is to be found within your customary social groups, such as the bridge club. This small public listens to everything you say. Are you spreading gossip or advertising the merits of your particular school? Do you know what and why the school board hopes to achieve a definite result by a certain action? Is your information official or imaginary? The school secretary has confidential information as well as information to be broadcast and should gauge her remarks carefully.

A second type of opportunity is to be found in the larger civic or religious groups, such as the service club or the church. If you're well informed and interested in your subject, you will find many opportunities to speak for the good of the public schools and a willing audience in this group. Secretaries have generally made good records in the field of public relations over the telephone and over the counter, but how about participation in social, civic and religious groups? Here is a type of "field work" that has been left too much to the principal or superintendent. Of course you cannot speak for your administrators unless they have confidence in you and have given you the information and the permission to speak for them, but here is a real opportunity for secretaries, because if you speak well, your publics will listen. Here is a new vista of experience awaiting you that can bring much joy to you personally and much good to the schools.



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THE EXPRESSION OF PERSONALITY THROUGH VOICE

Hilda B. Fisher

School of Speech, Northwestern University
Evanston, Illinois

Writing for you about voice and personality, I recognize the especial significance which this subject has for you. During my several years' experience as an office manager in an industrial organization, the truth was daily reiterated to me that a secretary is usually the visitor's or the telephone caller's first, and often his only, contact with the establishment. The impression she creates can initiate a pleasant and satisfactory relationship, or the contrary, depending upon her own personality and the impact it makes. First impressions are often lasting, so that the secretary bears a great responsibility.

This is true for any secretary, but doubly true for the school secretary. Upon the contacts she establishes, not merely the making of sales or the writing of contracts depend. Her "firm", the school, deals in an immeasurably more precious commodity, the shaping of human life. Her contacts serve to initiate and preserve personal relationships which play a large part in the success or failure of the school's endeavor. Her liaison activity with the community can encourage cooperation which is highly desirable in the educative process.

Yours, then, is most often the initial reception a stranger receives when visiting or telephoning the school. The impression you make is identified with the school. It must be a good first impression. What does personality have to do with the impression you make? And what does voice have to do with it?

What is personality? First let us recall that it is erroneous to say, "Betty has so much personality!" Betty has no more personality than Jane, whom we like considerably less, but we like and respond to more of Betty's personality than of Jane's. In other words, personality includes the total impression we make, both good and bad. Personality includes not only Betty's emotional response to situations, but also the intellectual factors of her makeup.

Our personality has three facets, actually. We make some impression (not always the same, to be sure) on the people whom we encounter. Then there is the impression of ourselves which we hold. And, finally, there is the impression which we believe others have

of us. Each influences the others, quite naturally.

What others think of us, what we think of ourselves, and what we believe others think of us, depend upon what we are and how we react to our environment. They depend upon our total pattern of behavior.

Speech is an eloquent expression of personality. It is more than that. In many cases we agree that one's voice is his personality. Think of "radio personalities" whom millions know only by their voices. You, the school secretary, are like them when your sole contact is by telephone. Your voice is a major factor in the impression you make even in a person-to-person contact.

Our behavior is our way of adjusting to our environment or enabling our environment to adjust to us. More than any other one factor, one's speech reveals his manner of reacting to his environment. And speech remains the one most effective means of exercising control over one's environment.

From our very earliest infancy we use voice as a means of controlling our environment. A baby's cry elicits a response from his mother, his coo elicits a different type of response. The development of a vocabulary gradually enables the growing child to exert more and more control over the society in which he moves. A child who resorts to a temper tantrum exhibits his frustration at being unable to employ words adequately to work out a satisfactory adjustment to the situation with which he is confronted. Emotional maturity is characterized by the ability to verbalize, to solve problems and control situations through the use of language. Through speech the adult adjusts to his environment and enables his environment to adjust to him.

All too often our impression of people is an impression of voices. Many of the voices you hear reveal badly adjusted personalities. There is the complaining voice that whines when there is no reason for whining. There is the timid voice that apologizes for expressing an opinion when the speaker has every right to be heard. There is the overbearing voice that shouts down opposition when no one opposes him. There is the shallow voice that makes

the most serious statement sound trivial, and the pompous voice whose jokes are taken as serious statements. There is the hostile voice that freezes out all warmth and friendliness. And, in contrast, there are many voices that express well-adjusted, attractive personalities, the voices that win you to those speakers who possess them: how warm and sympathetic, how well modulated, how expressive of genuine emotion, how flexible to reflect variety of mood!

Unfortunately, many speakers create false impressions because of badly trained voices. You know examples of friends whose first impressions (created mostly through voice) are quite contrary to the more lasting and superior opinions you have of them. Those speakers need voice training to correct vocal habits which detract from the good impression they would otherwise create. Assuming that hearing is good and the vocal mechanism is healthy and normal, there is much that formal voice training can accomplish. One can learn to subdue the loudness of his voice, or to acquire better projection for a weak voice. He can learn to slow down a too-fast rate of speech, or to speed up an excessively slow rate. He can develop flexibility of pitch through vocal exercises. He can improve the basic quality of his voice through learning how best to use his vocal instrument. He can improve the clarity of his speech, the carefulness of articulation and pronunciation, through specially applicable drills and exercises. He can make his voice a more responsive instrument.

At Northwestern University I teach voice to college students who plan professional careers using their voices, in theater, on platform, and in radio. I also teach students from various other schools of the university who want voice improvement for general personality improvement. And in the evening school of University College at Northwestern's Chicago campus I teach adults of many professions and occupations (among them school secretaries) who recognize the importance of voice training to their lives both personal and professional.

Two facts stand out in my thinking of all these students. Firstly, they are unanimous in the conviction that voice improvement is beneficial to their social contacts. They agree that voices more capable of expressing their thoughts, emotions and intents, enable them to establish and to maintain a more desirable adjustment with their environment through personal contacts. And, secondly, I have never encountered a

student whose voice could not be improved.

However, formal vocal training cannot do all that needs to be done for all voices. All too often we must admit that the voice gives a regrettably correct impression of the individual's personality. His voice may sound dull and apathetic because he is an uninteresting personality. If he lacks an active, alert intellect and has few interests in the world about him, then he actually has little to express, and his voice would hardly be expected to sound stimulating. The antisocial, negative attitude is reflected in voice. Timidity, indifference, arrogance, intolerance, bitterness—all such tendencies show in one's voice. Repressions and inhibitions prevent the individual from responding fully to a situation, and his voice reflects his lack of responsiveness. An efficient vocal instrument will respond effectively to a given situation if the individual responds fully and appropriately.

Personality can be altered. The process is, however, often lengthy and extremely painful. Deep-seated personality maladjustments are not cured by admonitions and nostrums. Correcting even minor faulty attitudes cannot be accomplished by good resolutions alone. So it is with little tenuity that I make recommendation in that regard. For any serious maladjustment there is no substitute for consultation with and treatment by a qualified psychologist or psychiatrist. Some advice, nonetheless, is applicable to you who are normal, happy individuals, but who genuinely desire to improve your personalities.

Let me urge you to endeavor to respond more intensely to situations and to what you wish to say; responsiveness can be developed. Be certain of the information you give, and then be confident of yourself; appearance of competence and authoritativeness derives to a large extent from your own feeling of self-confidence. Think and speak vividly; strive for more spontaneity and versatility of expression. Encourage your attitudes of sympathy and friendliness; develop an attitude of "out-going" warmth, of giving of yourself in contact with others, of helpfulness and interest.

Finally, remember that it is true that individuals tend to become what they believe other people think them to be. If you consciously adopt a voice which suggests a competent, friendly, interesting personality, that impression of you will be encouraged in your listeners. And you will tend to develop the superior qualities of personality to which your acquaintances react favorably.

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Floyd Placzek
Director of Special Education
Cook County Public Schools
Chicago, Illinois

Every educational secretary has a wide audience, extending from the administrators and faculty members to the youngest member of the student body. If she is to express herself effectively to any member of this audience she must have the word power to project herself and her thoughts with dispatch, clarity and brevity. The girl who talks all around a subject without reaching the "core" of her meaning is taking up valuable time that could be used to better advantage. Likewise, using the right word in the right place is an index of the mind, and will assist in gaining favorable recognition when other factors such as technical skills, are equal to those of competitors.

Employment agencies and personnel directors pay close attention to the vocabulary of the candidate seeking placement. If a technical position is to be filled, it is of course essential that a knowledge of the words associated with that field of endeavor, be a part of the equipment of the employee. There are many tests for vocabulary rating which are used to screen candidates for certain positions in civilian as well as military classifications. A limited knowledge of words can be a definite barrier to promotion and achievement, and this is particularly true in school work of all kinds. The secretary in a school office is expected to have a vocabulary commensurate with that of her associates.

In relation to this I assume it is not necessary to caution against an enthusiasm which sometimes results in such malapropisms as that of a certain school secretary who said to her superintendent, "Do you think it wise, sir, to expose our vacancies so early in the year?" However, seriously—a very important projection of the mental ability of any individual, is evident in the words used to express themselves as they fulfill the daily obligations of their particular assignments.

A child begins building his vocabulary as soon as he learns to talk and since speech is largely imitative, he uses the words he hears in the family circle. Each year of his formal education widens his mastery of words and sets the pattern for his adult associations. Special

courses in technical areas develop skill in the usage of words particularly suited to the subject and no one is expected to be proficient in all fields. However, a basic knowledge of the important words used in our cultural age, will add poise and prestige to the other attributes found in a good secretary. And, even though our school days and classroom experiences are far behind us, it is possible to refresh our minds with words passed over and forgotten, by following a definite program of vocabulary building, as a pastime or extra curricular activity. It will be so worthwhile and give such satisfaction that the time spent on this project will more than pay for the efforts expended.

It is common experience to notice an unfamiliar word in the newspaper, or a magazine article or in an official bulletin, and pass it by without giving it a second thought. It is a word used to express the thought of someone else and we do not feel interested in incorporating it into our personal vocabulary. But, suppose we become conscious of that word as a new tool, or forceful expression, and take time to look it up in the dictionary, and study its meaning and its origin and application. In that way we may make daily additions to our own store of expressive words and stimulate our minds to greater receptivity in the recognition of proper usage of words.

Since the radio and television are bringing many speakers directly to us from far flung corners of the world, we are privileged to hear expert speakers that we would miss if we were required to travel to a lecture hall or council meeting. If they are good speakers it is immediately noticeable that they have vocabularies which serve them well in the expression of their thoughts. If they stumble and hesitate and repeat themselves, we become aware that they have ventured too far into unfamiliar territory and are defeating their own purpose in trying to speak at all. It is possible to learn from the mistakes of others if our minds are alert and aware of the proper usage to detect misplaced words in their speech. This is, of course, a backward approach to the development of a good vocabulary, and it would be much more comfortable, and less

critical in attitude, to learn by practice, study and application.

If you are sincerely interested in expanding your vocabulary, you will find that it is simple and easy to correct faults and develop the use of better words to express yourself, by following one of the modern methods now widely used in so many of our schools of speech.

In case your schedule is too crowded to allow enrollment in a regular class do not convince yourself that you cannot improve your vocabulary to any extent at the present time. You can practice it each day while riding to work by carrying a notebook and making a list of words that you hear, but do not use frequently; or words you see in the daily paper that sound authentic but not familiar; or words that you meet in your daily routine that helped someone else to express a pertinent thought. You will be surprised, once you have imprinted a new word on your mind, how often that word comes to your attention in the immediate future. It is as if the word had been standing there ready for your approval or understanding and you had simply not registered it in your own working vocabulary.

The crossword puzzle addicts have built up flexible vocabularies by seeking synonyms, and have had relaxation while doing it. They were not particularly conscious of studying words as a study, but they did expand their usage of our language. Many periodicals give word lists and quiz tests that can be studied quietly with stimulating effects. There are opportunities every day to increase the list of words with which you can give better expression to your thoughts and your actions.

A few weeks ago a group of office workers were clustered around a big dictionary, looking for the word *gerontology*. It had appeared in a headline in the morning paper, and while the article seemed to develop the meaning of the word, the girls had been curious enough to seek the definition and that led to its derivation, so that the episode was really rewarding. On another occasion one of the girls saw an article about a movie actor who had been referred to as a *toxophilite*, so again they converged upon the "big book" and were well rewarded.

Of course this haphazard manner of increasing a vocabulary can do no harm but it will not give power or rapid growth to your speaking ability. To develop an impressive word list that

will assist you in professional advancement, you must plan and follow a regular program of expansion. Set aside a certain time or a definite evening when you can concentrate on the development of a fluent vocabulary. Provide yourself with literature concerned with the field in which your interests are centered. Read the articles in the educational journals which express the thoughts and philosophies of our contemporary leaders in our own area of endeavor. Study their expressions and notice which words they chose to give force to their ideas. Experiment with re-wording certain phrases and see if you could arrive at the same powerful meaning, or even give it more power without detracting from the implications. Do not go into this with any intention of criticizing, but as an exercise for your own vocabulary.

One thing you must avoid, is attempting to use big words that you are not able to pronounce correctly, or are not absolutely sure of expressing what you mean to say. Nothing could be more ridiculous than the affectation of flowery language which covers up the simple statement intended. School girls used to delight in saying, "Not knowing, I hesitate to enunciate, lest I deviate from the paths of integrity," but an office is not the proper environment for such effusion, except in a spirit of gaiety.

Slang and colloquialisms have a place in informal conversations but are not correct in public speaking, unless there is an opening for a spot of humor. So, if you are called upon to speak before an intelligent audience, write your speech and then go over it carefully and insert words that will give more power to your message. There is a great wealth of reference material to assist you in a project of this kind, and a little extra effort will give you a great deal of satisfaction. You will receive proper compensation in proportion to the amount of energy you expend in arranging your thoughts and words.

* * *

She speaks, yet she says nothing.
Romeo and Juliet. Act II.
William Shakespeare

* * *

An exaggeration is a truth that has lost its temper.
Sand and Foam.
Kahlil Gibran

* * *

Let thy speech be better than silence,
or be silent.
Fragment 6. Dionysius the Elder

THE CIVIC OBLIGATIONS

Democracy's greatest gift to civilization is the public school and the opportunity of every child to receive an education which hopes to enable everyone to find a place in the contemporary economic and social order. As we drive through the country or pass down our city streets we have cause to pause and observe the school buildings that are scattered here and there over the face of America. Nothing reflects the economic condition of a community or the public thinking of its citizenry so much as the local school buildings. What these schools mean, and have meant to humanity is a ponderous subject that we cannot discuss completely in this space. What an individual school means to its own neighborhood is a matter for immediate consideration.

The common school belongs to all and is one expression of the inalienable rights of a people as conceived by the framers of the constitution. The personnel in school offices have the most direct acquaintance with the people in a given school district and are therefore in a position to exert great influence on the civic interests that effect the general welfare of the community. Evidence of this evaluation is always present but was emphatically more evident during the last war when registration of the entire populace for ration cards took place in the schools of many localities. The teachers and others on the school staff were asked to assist with this registration because they were the center of a community activity, they knew the families in their areas, and were fitted to perform the work with efficiency and honesty.

The personnel of the school is in a sense the "Measuring stick" by which social standards and public morals are judged, as well as achievement in scholastic pursuit. While some may be clock watchers and dash away from contact with the school as soon as the last class is dismissed most school personnel who earnestly endeavor to make the school of real benefit to the entire community, devote the entire day and week and year to activities that will bring the people closer to the schools and the schools closer to the people. These are the public servants with sincere intentions who leave impressions of lasting benefit on the generations that pass through the halls of the public schools. Their civic duties and obligations are carried along with the daily routine of the class room activities, and in this

field of endeavor lies their greatest claim to a place in the memories of all of those who live in the same community.

Although the policies of the school are determined by the superintendent or the school board members, the fulfillment of each aim and purpose falls upon the entire staff in order that unity and harmony may be achieved. No one in the school has a better opportunity to enhance a program of civic usefulness than the secretary who serves as the liaison officer between those in administrative authority, and the faculty and the parents and general public. Her duties are manifold and the occasions for extra services beyond the prescribed routine present an amazing variety of situations in which she can reflect a genuine interest in the welfare of the district.

Many secretaries have already been classified under Civil Service and are, by the meaning of this rating, civil servants. This alone indicates that they have an obligation to the public to participate in and be well informed about local affairs. They are aware of the purposes and aims of their supervisors, their local governmental authorities, their constituents and all of the citizens in the community. It would enable a school secretary to feel at ease and speak with assurance if she had a knowledge of civics, local school laws and protocol.

It is not the intention here to advise secretaries to speak out of turn or to assume authority beyond their concern. What we wish to emphasize is the occasional need for civic alertness and understanding that would prepare the way for greater usefulness. A great opportunity for service might be lost because of unpreparedness, and no one in educational service should be found wanting in these times when our national welfare depends on the moral fibre of our public servants.

"Too little and too late" is an expression we have heard too many times. To be ready as well as willing, is to assure success in any assignment. Therefore, to know what needs to be done, what has been done and what part we can assume in a civic enterprise is the personal obligation of each employee in a school office. Also, with the knowledge of these affairs there should be the ability to speak intelligently, tactfully and effectively.

The old jokes about "telephone, telegraph and tell a woman" are not amusing if applied to a woman in the services of our schools. Confidences must not be betrayed by unguarded tongues. Sharp criticisms and angry expostulations are not the speech of ladies. Experience has shown that "a soft answer turneth away wrath" and we also know that a correct answer is the shortest way to dispose of a question. So then, to have the correct answer we must be informed. If we have the information there is no problem about making a correct statement. The other factors to be considered in delivering information are proper vocabulary and of course, the tone of the voice.

Many personal traits can be developed by listening to others, imitating well informed speakers and striving to improve ourselves as the years roll by, but more positive results can be obtained by training and formal education. To know the legal and fiscal problems, civic attitudes and proper methods of public address requires some time to study and observe those fields. It is not always necessary to enroll in specific courses to learn this information although a planned course of study, with proper credits earned, will provide better organization of material. With the great sources of printed matter in libraries and regular periodicals there is really no excuse for being uninformed. Regular reading of current publications will add to the store of knowledge and there are many books on public speaking and the improvement of social attitudes. The only requirement to gain profit from the time consumed by such reading is the *desire* and the *will to improve*.

The knowledge acquired by study contributes to the ability to speak because a fertile mind provides the impetus but there are other techniques to be considered. The quality of the voice, the sincerity in the heart and the purpose for speaking at all, combine to produce the results desired, whether the audience is the family, a group in the office, a civic association or an individual person. To speak with conviction requires knowledge of subject matter, a proper working vocabulary, the correct pitch of voice and sincere honesty in delivery.

Our country is now mobilizing in a crisis. The school secretaries may be called upon to act in new capacities in their communities. This does not mean specific new duties but readiness to serve and willingness to expand usual services with untried abilities. To show the

proper spirit of cooperation in local activities and the talents for being valuable in a given situation will soon bring about new assignments and opportunities for demonstrating patriotic gratitude and appreciation for what these United States have given us and what we desire to preserve for others.

Good thoughts, good deeds and wishful thinking may indicate useful citizenship but to be able to speak properly and give vocal expression to the thoughts and desires is to put into motion these forces that will produce results. Giving a directive, relaying a message or discussing a problem with the correct words, proper diction and an effective tone of voice will go a long way toward insuring the respect and interest of everyone in the civic area in which you serve. Public confidence will be constructed upon your efforts to speak effectively, sincerely and truthfully.

"Editor's Scrap Book"

The ideal educational secretary is one who

- shoulders the minor details of the office,
- serves as public relations officer,
- keeps confidential information confidential, and
- has sufficient judgment to channel material to the attention of principal or other proper persons.

These qualifications for the educational secretary were the results of a round table discussion of school executives and secretaries in Phoenix, Arizona, where D. F. Stone, principal West Phoenix High School, acted as moderator.

* * *

Talk happiness. The world is sad enough

Without your woe. No path is wholly rough.

Talk faith. The world is better off without

Your uttered ignorance and morbid doubt.

Talk health. The dreary, never-ending tale

Of mortal maladies is more than stale; You cannot charm or interest or please. By harping on that minor chord, disease. Say you are well, or all is well with you,

And God shall hear your words and make them true.

Speech. Ella Wheeler Wilcox



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COMMITTEE NOTES

and miscellany

LEGISLATION

Members of the Legislative Committee are in the process of sending out questionnaires to secretaries of state and local associations of educational secretaries and to secretaries of state education associations to ascertain the kind of relationships maintained between these two types of organizations. Of special interest is the question of the school secretaries associations' affiliation with the teacher groups.

Mary Briant, Alwyn Evans and Jeanette Fortier are each writing to persons in ten states and Evelyn Johnson and Frances Stephan are each making contacts in nine states. It is expected that the Committee will have some interesting and enlightening information to report by the close of the present school year.

MARIE M. BEATTY,
Chairman,
Legislative Committee.

MEMBERSHIP

We are now six to the good! On January 1, 1951, our membership was six *beyond* what it was on June 10, 1950! Every member brought in now will be a gain over last year. What can YOU do to increase our membership to an all-time high?

Fifteen states now lead with a bigger membership today than they had in June of last year. They are:

Alabama	Mississippi
Arizona	New York
Connecticut	North Carolina
Delaware	Ohio
Florida	Texas
Iowa	Virginia
Kansas	Wisconsin
Minnesota	

Wouldn't you like to see your state added to this list? With a little effort on the part of each of us this can be possible. If ever our profession needed its maximum united strength, that time

is now. The potential membership of educational secretaries in the United States is amazing!

We welcome the new state and local organizations which have brought increased interest and increased membership. Colorado, Connecticut and Kansas have new state organizations. Jefferson City, Missouri, Tucson and Prescott, Arizona, have new locals. Other states are at work on state and local organizations and we are hoping to welcome others before the year is out.

"Nancy National" is carrying the good word across the nation. State chairmen, publicity committee members, and organization committees are doing a good job of informing the uninformed about the National Association of School Secretaries. Let's ALL get on the Band Wagon and toot our horns for NASS! The more you put into the cause the more you will (in the words of our theme song of summer, 1950) ENJOY YOURSELF!

SARA E. MILNER,
Chairman,
Membership Committee.

PUBLICITY

"Skills help one get a job, but attitude will help get better jobs . . ."—
Newsletter, Minnesota Association.

And we might add, attitude may well determine whether or not one holds a better job after it is secured.

The age of isolationism for the school secretary is just as outmoded as it is in international affairs. If we are really interested in doing a better job we are interested in professional growth, which can come about only through an exchange of ideas, cooperation, and a desire to improve the standards of the profession.

In our brief experience on the Publicity Committee of NASS we have been amazed to learn of the prodigious tasks which the so-called "wheels" of our Association have been performing—not

because they felt compelled to but because of a desire to perform "over and beyond the line of duty." As busy as we all are, the odds are that we shall never make an appreciable contribution to our profession unless we have a bit of that same spirit.

On the other hand, no matter how hard they may try, the "wheels" alone cannot keep an organization such as ours running at top speed. It takes a little assistance here and a boost there on the part of the rank and file of our members. It is the kind of help that has accounted for our remarkable growth and progress and for the most part that is the kind of help your Association receives whenever it is requested.

NEW YEAR'S RESOLUTION

Let's have more letters that have such cheerful beginnings as:

"I shall be happy to serve on your committee . . ."—Gladys A. Parsons, Hudson, Ohio.

"If I can be of any help to you, I'll be happy to act."—Margaret Anderson, South Sanpete School District, Manti, Utah.

"I am happy to continue on your committee . . ."—Bettye Wells, Los Angeles.

"Please call on me to help whenever you think I can be of service to our organization."—Jeannette Fortier, President of the New Hampshire Association.

If space would permit, this list might be expanded, and to you who did so respond, a heartfelt "Thank you" from Nancy and all the rest.

SPECIAL RECOGNITION TO:

Martha Rahe, President of the newly organized Colorado Association, who sent us a fine letter, giving the publicity set-up for the group. Congratulations to Martha and to all the other "live wires" making up the Colorado organization.

Helen S. Woodford, Hartford, Connecticut, President of the new Connecticut Association of Educational Secretaries, who sent us a copy of the **CONNECTICUT TEACHER**, official publication of the Connecticut Education Association, which contained a good publicity article titled "Memo for Secretaries." It was a rousing article and no doubt created a great deal of association interest among the educational secretaries of the state.

Helen was not only instrumental in forming the Connecticut State Association, but she took a leading part in the earlier organization of the Hartford group, of which she was also the first president.

Mary Ritter, Kansas State Department of Education, who has kept us informed on the Kansas Association of School Secretaries, organized on November 4. Three cheers for Kansas and their fine publication, "Katie Kansas," with its peppy, inspirational contents.

Eudora Swesey and **Blanche J. Dvorak**, St. Paul, Minnesota, who are working so faithfully for the Minnesota Chapter. This Association has launched a lively newsletter, for which a contest was conducted to choose a name. Rosalie Kollarich, President of the Chapter, suggested the winning title, "Minnesota Chatter," and a clever one it is. The Minnesota secretaries held their fall conference in conjunction with the meeting of the Minnesota Education Association. Thirty bosses and sixty secretaries were present. Plans are made for a spring meeting, May 9, in Minneapolis.

Gloria La Rocca, who sent an interesting summary of the first Akron, Ohio, school secretaries' workshop, held last fall.

Nelle Jefferson, New Mexico Western College, Silver City, New Mexico, who writes that her state group had an excellent meeting the last part of October.

Margaret Hannan, George Washington High School, Indianapolis, who sent information regarding the newly-formed organization, the Indianapolis-Marion County Association of School Secretaries. The first meeting was held on September 25, with four meetings planned for the year.

Gladys E. Fletcher, Peabody High School, Pittsburgh, who gave information on the Conference of Public School Secretaries in Pittsburgh, Friday, October 13, with 139 present.

Charlotte Parr, Eugene, Oregon, who sent us copies of the monthly bulletin published by the Eugene Chapter of NASS, and also a copy of the membership application blank they use, combining membership in both local and national associations.

Fannie K. Barmish, Samuel Gompers School, Philadelphia, who wrote that she would send us the names of the newly-elected officers of the Pennsylvania group as soon as available.

Valerie M. Blessinger and Sara Milner, who forwarded clippings from their local newspapers (Racine, Wisconsin, and Atlanta, Georgia, respectively) concerning their attendance last summer at the Institute held at Northwestern University. That's the thing! We need more of this kind of publicity in our local papers.

Mrs. Alma W. Littlefield, President, Newton School Secretaries Association, Newtonville, Massachusetts, who sent publicity material on the first meeting of the year and also gave the name of the new representative on the Publicity Committee, Mrs. Margaret P. Watkins.

The Massachusetts Association of School Secretaries celebrated their fourteenth anniversary at their mid-winter meeting, held on Saturday, January 13, 1951, in the Sheraton Room of the Copley Plaza, Boston.

Organized in 1937, the Association has a membership of over two hundred and is now affiliated with the Massachusetts Teachers' Federation and the National Association of School Secretaries, a department of the National Education Association. The purpose and aim of the MASS is "to elevate the standards of the group and, through organization, to pool ideas and ideals toward a finer and more efficient service to the schools and to the community."

Ruth Thompson, Kansas City Public Schools, who did an excellent job as Chairman of the Missouri Association's Convention Committee. Ruth and the Kansas City girls planned an outstanding convention which was held on November 17-19, in conjunction with the annual meeting of the Missouri State Teachers' Association. Approximately ninety secretaries were registered. Favorable publicity was given to the meeting and to the secretaries by the *KANSAS CITY STAR*.

Eleanor Arthur, Missouri State Department of Education, who was elected President of the new Jefferson City Association of Educational Secretaries, organized on September 19, 1950. This Association's first project was the sponsoring of a Christmas party for the entire State Department of Education, secretaries and administrative officers of the Public Schools and the County Superintendent's office.

We know there are many others equally deserving of recognition, but with such a far-flung organization as ours, it is hard to gather all such infor-

mation in one spot at the right time. This is where *you* fit into the picture. Please send all the publicity material you can get your hands on.

SO TO ALL THE OTHER BAND MEMBERS, WE SAY WITH NANCY, A HEARTFELT THANK YOU! AND YOU!

ELLA MAE FLIPPEN,
Chairman,
Publicity Committee.

"AND KEEP YOUR POWDER DRY"

—gunpowder, that is! Here is the ammunition! Regional conferences, annual conventions, summer Institutes and Workshops are approaching—and each educational secretary should plan to attend and participate in as many of these meetings as possible. Encouragement and assistance, of the practical type, from administrators, boards of education, and trustees, would make it possible for many more to attend. Perhaps a few statistics, quoted at strategic times, will help YOU get to such meetings.

During the Institute for Educational Secretaries held at Northwestern University last summer, an evaluation questionnaire was distributed to the 325 persons registered. Of that number 213 replied. One question asked: "Was the time you spent at the Institute part of your own vacation time or did your school allow you that time in addition to your regular vacation period?" Of the 213 replying, 93 were given this additional time, and 120 took part of their vacation to attend.

In response to the question, "Did your school pay any part of your expenses to the Institute?", 70 indicated that *part* of their expenses were paid, and 14 had *all* of their expenses paid. A third question: "Was any part of your expenses paid by any other source or agency?" To this, 30 replied that part of their expenses were paid by other sources, and 2 had all expenses paid. (In most cases these other sources were the state or local secretarial association—and a few were special scholarships from an educational foundation or commission.)

You might be interested in another type of information gathered from the questionnaire. Of the 213 replying, 43 had been in educational work from 1 to 3 years; 79 had been in such work from 3 to 10 years; and 91 had been doing such work for over 10 years.

The report on the Proceedings of the Institute held at Northwestern University in 1950 is an impressive document, and would help impress any administrator or member of a board of education. There are still copies available, at \$1.00 each—which you may get by writing the University College, 710 Lake Shore Drive, Chicago 11, Illinois.

Martha S. Luck

AIDS TO EDUCATIONAL OPPORTUNITIES BEYOND HIGH SCHOOL.

The booklet written by Mrs. Marie M. Beatty, Secretary to the Superintendent of the Waukegan Township High School, Waukegan, Illinois, gives information on some of the educational aids that are available to students during the freshman year of college.

The first section lists aids from 53 educational foundations. Various industries, businesses, nursing welfare, and medical bureaus provide scholarship aid in order to bring well-trained, interested new personnel into their fields. Many of these offerings are new although some have been available for quite a few years. Included in this section, also, are educational funds set up by local and national civic, patriotic, benevolent, and veterans' groups to provide financial help for college education for worthy, capable students. The requirements for aid, the administering groups, the basis for the award, and where to apply are indicated for each.

The second section lists scholarships available in specific colleges and universities in which students from Waukegan Township High School have indicated some interest. Opportunities for self-help at the various schools are also included.

Although the book was originally planned for local use, it is proving a valuable help to guidance counselors, principals, students, and parents throughout the country. Requests for the book have been received from individuals, schools, libraries, and state departments of education in 20 states and Hawaii. Several guidance indexes and state departments of education have commented very favorably on the merits of the book. The following is an excerpt from the *Illinois Vocational Newsletter*, March, 1950:

Mrs. Marie Beatty of Waukegan Township High School has made a study of financial aids available to graduates in obtaining training beyond

high school. While it is recognized that many other schools devote considerable attention to securing scholarships and other financial assistance in furthering the education of graduates, Mrs. Beatty has done an unusually fine job in locating sources of assistance and compiling these in the form of a paper bound booklet. In addition to aids peculiar to the Waukegan area, there are also listed approximately 111 colleges and universities and 53 educational foundations.

The 39 page booklet, *Aids to Educational Opportunities Beyond High School*, is available from the superintendent, Waukegan Township Secondary Schools, for \$1.00 plus postage.

Educational secretaries are interested in this book not only for its proven worth as a guidance aid but also because it is another commendable production by an educational secretary. It is further proof that the secretary can contribute in a very real way to the guidance activities of the school.

ANNUAL INSTITUTE AT UNIVERSITY OF CALIFORNIA

The officers of the National Association of School Secretaries have arranged with the University of California for the Annual Institute to be held at Berkeley in cooperation with the University during the week July 2-6 inclusive, 1951.

The conference theme is to be "*Professional Growth*." The tentative program provides for a general session for an hour each morning (except July 4) with a talk on an appropriate topic by an outstanding educational leader. The topics proposed for these general sessions include the following: Improving Education through Cooperative Effort; The School Secretary and the Public Relations Program; Skills and Competencies Needed by School Secretaries; The Secretary and School Administration.

Plans have also been developed for four two-hour class sessions each morning. One of these has tentatively been planned to be devoted to the subject, Personality Development; another to Community Relations; a third to Significant Educational Developments and Trends; and a fourth to Cooperative Planning in Education.

The afternoon sessions are to be devoted to discussion groups, covering a series of topics of interest and pertinence to school secretaries. Each member of

the group will be given an opportunity to participate in discussion groups in the area in which she is most interested.

The Berkeley campus of the University of California is considered one of the most attractive college campuses in America. Berkeley itself is a beautiful city located on the hills overlooking the entire Golden Gate area. It is just a half hour's ride by the electric train from San Francisco where the National Education Association convention is being held that week.

Over three hundred secretaries from all parts of the United States participated in the institute sessions at Northwestern University last year. Because of the splendid program which has been planned this year and the location in the interesting western part of the United States, another large and enthusiastic group is expected to participate in this 1951 conference.

The institute is being arranged by the Extension Division of the University of California. Dr. Edgar L. Morphet and Dr. Theodore L. Reller, two well known authorities in the field of public school administration, are working out the detailed plans for the conference in cooperation with the officers of the National Association.

Do you keep up-to-date with educational policies and the changing attitudes? The NEWSLETTER prepared and issued twice a month by *The Educational Press Association*, gives a summary of items selected to report recent news of and trends in education. The Newsletter of December 18, 1950, (Vol. XII, No. 11) lists and reviews the ten major educational events of 1950. It also reports on the attitudes currently under debate regarding TV. There is an item about the White House Conference on Children and Youth that you should digest if you care to be conversationally at ease with your administrators. Do you know what are the five major events in U. S. higher education in the past 100 years? Are you familiar with the work of *The Carnegie Foundation* or *The Ford Foundation*?

New Books on Communications

How to Develop Your Thinking Ability, by K. S. Keyes McGraw, 1950.

How to Speak With Ease, by R. C. Ross. Van Nostrand, 1950.

* * * * *

Did you happen to read about the Records Institute given this fall at the offices of the Chicago Bureau of Filing and Indexing, Inc., when representatives of firms from five different states assembled to hear lectures by the staff and visiting experts? They covered such topics as: control of records; personnel; surveys and analysis of file departments; old records; equipment and supplies.

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Is there any one of us who at some time has not greatly admired a speaker because of her poise on the platform? Do you sometimes find yourself in a position where you have been requested to speak to a group and you wonder how you can do it effectively?

There is a great deal more to speaking effectively than just knowing what you are going to say and how you are going to say it. Your platform manners have a great deal to do with your success. To keep your audience interested and attentive one must remember the following points:

1. You must be comfortable in your dress. If you are aware of any flaws, your thoughts will wander to them and away from what you are saying thus destroying your confidence and poise. To make certain the attention is on your message keep your costume simple and be sure you are not over-dressed.

2. It is very important to know your subject matter. William Jennings Bryan said, "You cannot make people understand a subject unless you understand the subject yourself. The more you have a subject in mind, the more clearly can you present that subject to the mind of others."

3. Some of the first things a beginning speaker must overcome are excessive self consciousness, timidity, apprehension of failure and all those muscular tensions and emotional disturbances which are called stage fright. One of the best methods to overcome nervousness is to control your breathing. When you feel your breath coming in short gasps, pause, take a deep breath, and continue to practice this until you are breathing rhythmically. Do not attempt to speak while you are taking short breaths for you will give the impression you just finished running a quarter mile race.

4. Refer to your notes easily but remember always to talk directly to your audience. Speak to the back rows as well as those in front and you will not have to worry about your audience hearing you.

5. Speak with ease, just as if you were in any informal conversational group. Let your manner be one of naturalness and informality.

The next time you listen to a speaker who impresses you as being poised and completely at ease, think over these points and you will find that she is well groomed, knows her subject, and although she may have had more than her share of stage fright, she has been able to control it so that it is not visible to you. After all, poise is the result of emotional equilibrium and the best way to acquire it is to practice the art of speaking to a group whenever the opportunity arises.

During the past two months I have received some wonderful letters from secretaries in different parts of the country who are interested in contributing ideas for this column. It is a wonderful way to get acquainted and I certainly hope to hear from more of you in the near future. Georgia Davis, Hannibal, Missouri, writes that she has found a wonderful system for keeping her notes in order. She uses a Robinson Reminder Filler—Size A, Number 460 which has six slips, each one of which can be torn out when no longer needed.

Don't forget to send me your ideas and I will share them all with you in the next issue.

MARION ELLIOTT
Madison School
Phoenix, Arizona

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RITA K. PUTNAM

..... LISTENING IN

One of the many nice things about being *Listening-In* Editor is the chance to read the NEWSLETTERS from all the different states. From these, come many wonderful ideas for use in the column. Among the nicest to greet the New Year is the following old English Carol. It is from the President's desk, Denver: (thank you Alwyn Evans, Alwyn's mother used to sing it.)

"Christmas is coming, the goose is getting fat,
Please to put a penny in the Old Box Hat,

If you haven't got a penny, an ha-penny will do,
If you haven't got an ha-penny, well
GOD BLESS YOU."

ARIZONA

No news from out Arizona Way! How come, Gracie, and Mildred? After all, coming at the beginning of the ABC's your state is conspicuous by its absence. But I do know that Mildred Hill had her doll collection in the exhibition case of the North Phoenix High School Library. The dolls have authentic costumes and represent many countries of the world. 'tis plain to see what one school secretary does with her spare time.

ARKANSAS

"What Goes On Here?" a curriculum publication of the Fort Smith Public Schools has made its initial entrance to the column in this issue. It is a la the size of the *Reader's Digest* and just as newsy. The school clerk holds the place of honor in this issue—the very first article. It is written by Mrs. Beneux and is entitled: "The Elementary School Clerk—Public Relations Experts Called 'Clerks'." It is the answer to such questions as: What is a School Clerk, what does she do? why is a clerk needed in an elementary school?, etc.

CALIFORNIA

THE OUTLOOK, published by the L. A. Administrative Classified Service Association, is issued each month. It is a one-page "job" and very newsy. But—this time I'm not publishing association news, but turning the space over to Dr. Sellery who wrote the following drama for their October issue. It is entitled "Office Ventilation." Here 'tis:

Heard in the cafeteria: Lola Underpar to Susie Low Basal—
"Susie, I cannot stand it another day, I've had three colds this winter. I never met such an inconsiderate person in all my life as Warma Day. It's all her fault, every time I leave the room she throws open the window. She keeps our office absolutely freezing. Just because she's built like an Eskimo she needn't think everyone else is."

Same day at other end of cafeteria—Warma Day to Stella High Metabolism, "Stella this is really the end! See how I'm perspiring. I'm asking for a transfer. I'm positively being roasted to death in that place. Every time I open the window to keep from fainting Lola starts to sneeze and slams it shut. Really I think she sneezes on purpose. She should go in for horticulture so she can live in a hot house."

All names and personalities in this little drama are absolutely fictitious. Any resemblance to any one living or dead is entirely coincidental. Furthermore, Dr. Sellery has the \$3.00 defamation insurance.

Before taking sides in this little controversy on office ventilation we should remember that both Lola and Warma have a real problem, Lola Underpar is not a professional golfer, as her name might imply, she is however, slightly under par physically and her metabolic rate is low consequently she is uncom-

fortable at low temperature, must wear warmer clothing than the average person and is more susceptible to drafts and colds. Warma on the other hand is strong and vigorous by nature with a high normal metabolic rate. She loves cold weather and feels positively stifled in a warm overheated room.

Good ventilation is important to the health and efficiency of office personnel. If there is to be office peace and efficiency with Lola and Warma in the same office some common sense compromise must be effected.

In order to keep the room at health temperature (68° to 72° F) Warma undoubtedly will need to wear light clothing during office hours; Lola on the other hand, will favor attractive sweaters and wool dresses. Warma because of her office associate's health problem should favor the upper limits of health temperature (72°F) and watch the windows to avoid drafts, and Lola if she wants to live in peace should avoid pushing the temperature up to 76° and 80° F. Isn't it wonderful that human beings are all different?

It makes life more than interesting.

Sibyl Jamieson, many thanks for my copy each month of the California School Employee. It has been put to good use—was mighty interested in the section devoted to cafeterias last month, and so, it found its way to our Mrs. Light, in charge of DPS lunchrooms.

COLORADO

An orchid to Shirley Yetter and her committee for "The Colorado Association of Education Secretaries", a brand new State organization. It is with a feeling of enthusiasm and expressed desire to further the professional status of educational secretaries and to work toward finer and more efficient service to the school and community, that the association was organized. There will be sectional workshop conferences in the fall with a general state meeting to be held in the spring. And so, to Martha Rahe, the first president, a most successful 1951.

CONNECTICUT

Welcome to the column: Word has gotten around—a new Organization for 1951. To Helen Woodford, president, many good wishes. A lot of work and planning went on during the last days of 1950, and I do hope I'll be hearing from you often. A wee bit of news now and then will just more than help me fill this column.

INDIANA

We used to hear of sectional meetings at the Lincoln Hotel in Indianapolis—hummmmm, that Travertine Room holds many memories. Mary and Dorothea, don't tell me Indiana has annexed itself from the news. Please make with the hot que 'pasa for the May issue!

IOWA

The Iowa Association of School Secretaries met Saturday, November 4, in Des Moines. After a business meeting which included reports on the regional meeting in St. Louis and the Northwestern Workshop, the group discussed "Let's Get on the Bandwagon" with Laura Sayre of Ames as moderator. Three small groups discussed "Let's Blow Our Own Horns" with Helen Buegel of Fort Dodge as leader, "Time for Crescendo", with Vivian Pines of Waterloo as leader and "Let's Play in the Same Key," Emmabelle Morse of Clear Lake, leader. Each group then summarized their discussion for the entire membership.

The luncheon speaker Boris G. Alexander of the Social Studies Department of Drake University spoke on "The Mess We Are In."

Miss Wilda Johnson of Perry conducted a question box at the close of the afternoon.

Table decorations carried out the "band" theme with baton twirlers marching down the tables. Special music was provided by Io McGilvera of Des Moines who presented whistling solos.

Through the courtesy of Des Moines and Iowa manufacturers, some eighteen items (ranging from an infinitesimal copy of the Lord's Prayer to a bottle of White Shoulder perfume) were included in a packet given to each person in attendance.

Newly elected officers include:

Prudence Nicholas of Des Moines—President

Laura Sayre of Ames—Vice President

Ida Blanche McCarroll of Ottumwa—Secretary

Vivian Pines of Waterloo—Treasurer.

KANSAS

It is nice to meet "Katie Kansas"—a new Godchild of Nancy National! A brand New Year and a brand new Organization and to Vesta White and her committee many brand new wishes for 1951. A State Organization that already boasts of a NEWSLETTER. To quote Vesta, "An association can develop and progress in proportion to the spirit that radiates from its members. Let's become better acquainted with our fellow secretaries in surrounding school districts and in the state so we may share our problems and work together in a fine friendly spirit to accomplish our aims and ideals."

LOUISIANA

It's NOT going to be "Hello" and "Goodby" in the October issue of the *NATIONAL SECRETARY*. Essie or Thelma, howzabout some news for the next issue??

MAINE

The BULLETIN sallied forth with a new cover—a map of HOW, WHEN, and WHERE the Annual Meeting will be held. A nice bit of art work! (Bernadette Raymond and Omah Snipe, the gals DID get off in time for that much earned week-end didn't they?)

MASSACHUSETTS

Superstitious Secretaries???? Alberta Donahue wrote: "This weary editor has just discovered the real reason why no one would relieve her of the editorship of SCHOOL DAZE this year—this is Volume THIRTEEN!" (Hmmm, could be.)

The MASS opened with a bang in Greenfield. Their first meeting, highlighted with an address by Mr. Harrison Lakin, a former member of the American Diplomatic Service and a world traveler who has lived in Korea. His subject "Our Future in the Pacific and the Far East" was a far-cry from the usual "how wonderful-you-are-routine—you school secretaries." Educational, YES; Interesting, YES; Liked, YES; Let's have more speakers like Mr. Lakin, YES.

A "Foliage Tour"—What is it? Well, it sounds like fun, so here 'tis how it works: You get a group of school secretaries all interested in a good time. Hire a bus, a fixed place in mind to

drive to. You're on your way out in the countryside where the distant hills and scenery are beautiful. But then, let Ruth Nielsen finish the trip for you. "We attended the MASS meeting in Greenfield, had lunch and then said our good-byes. The setting sun was accommodating and stayed aloft that day long enough to allow us to enjoy the scenery along the Mohawk Trail as far as Williamstown when we found ourselves traveling in twilight. Sunday a.m. found us ready for an early roll call and we continued our tour up through the beautiful Green Mountains all spotted with beautiful fall colors. The Maples were beautiful in reds and yellows, and the Oaks outstandingly lovely in reds and browns. Lunch in Newport, N. H. and then through the Sunapee Lake Region homeward bound. The foliage reflections in the rivers and lakes were especially lovely." (Truly a photographer's delight.) Where there are school secretaries—you'll find singing, and so, midst a song here and there with a Happy Birthday to Marguerite Gilligan, the group arrived home on schedule—a wonderful, memorable trip through the hills of Massachusetts, Vermont, and New Hampshire.

Alberta Donahue, your "Westward Ho" was a wonderful rocking-chair tour—hmmmm, all those wonderful states—but where was Colorado???

MICHIGAN

The Detroit ASSA has been calling all secretaries. Such planning, hayrides, meetings, classes, luncheons, membership dues, and office management clinic. The Professional Problems Committee will follow through on the project begun last year concerning the new Job Analysis Report. (An Orchid to Dr. Harrington, who is conducting the report.)

From Battle Creek comes this grand suggestion: "Last spring our group decided to have more than the four meetings specified in our Constitution so each committee was to plan a meeting or party for the non-regular meeting months. The Salary Committee started it off with a pot-luck supper at the School Farm." Another grand idea—an "Opening of School Program." If you want membership ideas, Irene Washburn, membership chairman, has them—in fact, she has the answers too, her memberships seem to roll in.

Flint played hostess to the MASS at the Convention. All committees re-

ported. (You remember in the October issue of the *NATIONAL SECRETARY* Michigan was about to raffle off a television set—welllll, the \$\$\$'s really did pour in—\$575.50's worth. Now, I'd STILL like to know—did a school secretary win it??)

MINNESOTA

The FIRST issue of the NO-NAME NEWSLETTER—a new association and a year ahead of wonderful plans. Good Luck to all of you. Be sure to keep the *Listening-In Editor* on your mailing list.

The Newsletter committee feels it needs a name, and are asking for suggestions from the Minnesota gals. Now here is a wonderful way to say "welcome" all you NATIONAL members, I'm sure Rosalie Kollarch, president, will be delighted to hear from you. Her address: Macalester College, St. Paul, Minn. (I understand a sur (prize) is being given for the title chosen.)

This I think everyone will enjoy: "Most secretaries take shorthand and pound a typewriter; take minutes at meetings; make thousand-mile itineraries on five minutes' notice; and look cool, calm, and collected. The secretary keeps the school running on schedule, to the second. She rings the bell 16 times a day. A slip of the finger, the bell rings twice, and the entire school evacuates for fire drill. At recess one boy socks another. At noon the school secretary takes warm, sticky pennies from the children as they go through the movie line, which is something special for that day. In the lunchroom, a new pupil who has learned the magic reactions of the straw when loaded with milk, aims.

"We could go on and on and on telling the various duties of the secretary—but there are many compensations. Sometimes on the bus or streetcar she hears Sue say proudly to her mother—'That's our secretary!' And the school secretary would not trade the 'That's our secretary' for all the 'Take a letter, Miss Smith's' in the world."

MISSOURI

Have you ever given this a thought: "School secretaries are concerned with a year that begins in September and ends in June. It is our privilege also to begin a year in January and end it

in December. We are indeed a fortunate group of people.

"Christmas to those in the business world involves extended working hours under pressure. We in school work can look forward to days away from our usual routine, to holidays that others do not have the same opportunity to enjoy."

Missouri is an old-hand at Convention giving—just passed their eleventh year. Miss Margaret Halstead, guest speaker, challenged the secretaries to take their work seriously and to get a fresh viewpoint toward themselves and their jobs. She reminded them, the boss has to assume when he employs a secretary that she has the ability to carry on the particular job. She warned secretaries, however, against taking their own abilities for granted.

NEW HAMPSHIRE

The teachers and school secretaries conventioned together in Salem this year. Work and play was enjoyed by all who attended. (I am so sorry to hear of the loss in the superintendent's office. The girls were the proud possessors of three goldfish, namely, Inky, Pinky, and Stinky. I'm glad to know you now have two turtles to take their place. This pleasant bit of nonsense brings to mind a gift I received four years ago from my student assistants—two goldfish which they lovingly named Buttons and Bows.)

NEW JERSEY

Speaking of conventions (and we all do) many of us are apt to become doubtful. Thoughts of dry speeches, dull business meetings, brunches, luncheons and dinners come to mind. The N. J. gals have the solution—interesting speakers, meetings conducted efficiently and quickly, and a full program of work and play. Lillian Hartmann of Trenton, you have really had more than your share of "finding out." "The planning and arranging of an annual meeting such as N. J. has had requires group cooperation and wholehearted participation. Many committees composed of willing workers are needed to assure a successful convention. Let the officers know of your desire to help your association. The wheels of the association go round and round during the entire year. Why don't you attend the next convention and watch these wheels in working."

NEW MEXICO

How time flies—the Second Annual Convention was held in Albuquerque with Miss Emberger, Associate Professor of Commerce, New Mexico Western College, as guest speaker. "The Value of the Educational Secretary" was in good hands—Miss E., among many other worthwhile comments, said: "The main difference between the educational secretary and the secretary in commerce is the goal of achievement—profit in industry and human welfare in education." (Alice Briley—keep your fingers crossed—come spring vacation—R. P. will be Santa Fe way—hope to get down your way, too.)

OHIO

Thank you, Florence Howell, for a copy of the Sixth Annual Workshop at Kent State University. Just by way of advertising: "The Handbook for School Secretaries" for the Cleveland schools has just been made available. I understand copies may be purchased for 85¢. Louise Wheeler, Kent State University, and Gladys Johnson, Cleveland Heights Board of Education, do you mind if we Handbook-minded gals send for a copy?

OREGON

You gals from way out the Northwest really do get around! Chicago to last summer's Institute—San Francisco to plan for next summer—added to all this, a newsletter that comes out each month. (Could be that lovely Northwest scenery has something to do with all this vim—one of these days we'll all be up there for an Institute!)

From Portland comes one of the nicest letters I have received. It reads in part: "When I grow up I want to be a school secretary. I would like to go to Denver and work with you in your school. Please tell me how far you went to school and what subjects you took." (Portland, here is your chance. Oh yes, the name of my admirer—Barbara Ann Putnam, my niece of 12 years, who is a dear.)

Eugene, Oregon—who is responsible for the art work—it is awfully good and very different.

PENNSYLVANIA

What I want to know is—why no more issues of **KEYBOARD KAPERS!** If you only *knew* how much publicity I have given you—you'd more than keep my files filled with issues. Frances, the last part being Stephan, we had a whale of a good time at Salt Lake, get together with Betty Scanlan and send me some news from back there.

RHODE ISLAND

Orientation Meetings for New Clerks—meetings packed with helpful suggestions to new people. The following was "cussed" and "discussed": Evolving Educational Philosophy; School System, its organization; Administrative and Supervisory Relationship; Payroll Procedure; Requisition Requirements; School Registers; Telephone Techniques; Appreciation of the Child's Personality; Budgetary, Statistical, and Accounting Procedures; Inventory Control; Attendance Department; Census; Duties, Responsibilities and Personal Qualities of a Good Secretary.

VIRGINIA

Richmond has been meeting minded these past months. I've had some "chummy" letters—but nothing too "educational" to fill this space. Beulah Jones, won't you all send along some news?

WISCONSIN

I miss not getting the **NEWSLETTER**—Alice Warburton, please some news for next issue!!

The annual luncheon meeting of the W.S.S.A. (Wisconsin School Secretaries' Association) was held at the Pfister Hotel in Milwaukee on Friday, November 3, 1950 during the convention of the W.E.A. (Wisconsin Education Association). Approximately 140 school secretaries attended including guests from Battle Creek and Lansing, Michigan. Mr. Richard S. Falk, President of the Falk Corporation, Milwaukee, spoke very appropriately on the subject, "Your Opportunity."

Officers elected at this meeting will start now to plan for the 1951 meeting include:

President, Mrs. Elaine Licking, Ripon.

Vice-President, Miss Marian Kennedy, Madison.

Recording Secretary, Miss Lorraine Rehban, LaCrosse.

Corresponding Secretary, Miss Gloria Zimmer, Appleton.

Treasurer, Miss Betty Zimmerman, Milwaukee.

Ex-officio, Mrs. Catherine Hart, Edgerton.

And from the *N.E.A. Bulletin*:

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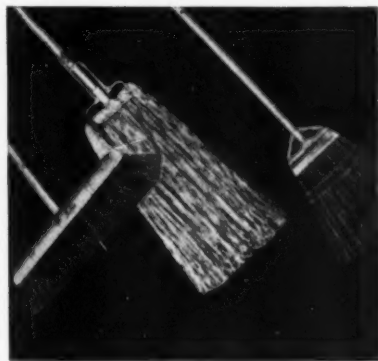
To do what you alone cannot do!

—Joyn Lynch, North Dakota Teacher

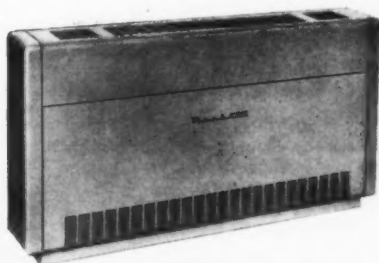
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LIFE MEMBERSHIP

A reminder is given of the plan for Life Membership as recommended by the committee appointed at the Executime Board Meeting held in Chicago in July, 1947 and further developed at the meeting in Cleveland in July 1948. We reprint the findings of the Committee as published in February 1948.

"Since 'life membership is a symbol of permanent interest and loyalty to the profession,' we suggest that the following amendment to the By-Laws be presented by the Executive Board for action by the membership at the July, 1948, annual meeting:

"A member in good standing for more than two consecutive years shall be eligible for life membership upon payment of twenty-five dollars in full, or ten dollars down and three annual installments of five dollars each. A life member shall be entitled to all the privileges of an active member.

"The Committee feels that the life membership fees should be disassociated from the regular memberships and it suggests that provision be made whereby they be earmarked and invested. This arrangement would guarantee that they continue to render service to the profession permanently.

"Twenty-five dollars represents continuous membership for twelve and one-half years and the deferred payment plan makes life membership possible for every school secretary.

"It is further suggested that a special emblem and membership card be issued to life members.

"Favorable action on this amendment is imperative because of the growing financial needs of the Association necessary to carry on the varied activities and services.

Constance K. Cowardin
Virginia A. Halsey
Louise H. Nelson
Betty Zimmerman, Chairman"

MEMBERSHIP CHAIRMEN—1950-1951

- Alabama—Miss Mary Carroll, Box 373, Dothan
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Colorado—Mrs. Shirley Yetter, Byers Junior High School, Denver
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Delaware—Mrs. Helen W. Kirkley, School Administration Building, Wilmington 5
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Utah—Miss Frances Dibble, c/o Superintendent of Schools, 440 East First South, Salt Lake City
Vermont
Virginia—Mrs. Elsie Knowles, Page County Public Schools, Luray
Washington—Mrs. Amy Stach, Ellison Junior High School, Wenatchee
West Virginia—Miss Margaret Hopwood, Mannington High School, Mannington
Wisconsin—Miss Marion Kennedy, Vocational School, Madison
Wyoming—Mrs. Dorothy Rudd, Powell Public Schools, Powell



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